

REVIEW OF RELATED LITERATURE

CHAPTER-II

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Review of related literature, provide researchers proper guidelines as well a proper base to carry out their research work. It also prevents researchers to avoid an kind of repetitions work previously done; therefore review of related literature is ver important part of any research.

In this study an attempt has been made to study leadership style an organizational climate of elementary school of Bhopal city. The researches relate directly or indirectly to it were reviewed.

The studies related to Leadership style

Sharma (1982) conducted a study of the leadership behavior of headmasters vis-à-vis the school climate. The main objective of the study were

1. To identify and classify the organizational climate of the junior high school of Agra city.
2. To study the leadership behavior dimensions of the headmasters of the junior high schools and
3. To study the relationship between leadership school climate and student achievement.

Sample consisted of 60 junior high school situated in Agra District (rural and Urban). From these 548 teachers were taken and 1346 students studying in class VIII. The random sampling procedure was used. The leadership behavior descriptive questionnaire (LBDQ) (Hindi version of LBDQ) by Ralph M.I Stogdill, school organizational climates description questionnaires (SOCDDQ) by M.L.Sharma and the achievement record from Sudha Rani were used. The collected data were treated using 't' test, chi-square and analysis of variance.

The major findings of the study were a significant difference was found between the different type of school climate and leadership behavior. Five types of school climate were found in three HSS of Agra, viz. open, autonomous, familiar, controlled and parental. The closed climate did not find a place in any school. No significant difference was found among the various types of climate prevailing in the inner high school of Agra city. No significant difference was found on the basis of sex, Locality, management (private and Government). A significant difference was found in the open, autonomous and parental type of climates of Junior High School whereas controlled and familiar climates had no significant difference on the basis of area and management (a&p). The leadership behavior of the headmasters of the Junior High School was significant on the basis of sex. No significant difference was found among the various dimensions of LBDQ.

Naik (1982), tried to find out the relationship between leadership behavior of secondary school headmasters and teacher morale the main objectives of the study were

1. To study the leadership behavior of headmaster and the morale of the teacher of the secondary schools of south Gujarat.
2. To find out the relationship between the leadership behavior of the headmasters and sex, area, size and management of the school.
3. To study the relationship between the teacher morale and the sex, area, size and management of the school.

The sample for the study consisted of 100 schools drawn from the 5 education districts of south Gujarat. Data were collected by using leadership Behavior descriptive questionnaire (LBDQ) and teacher morale inventory. The major findings of the investigation were:

1. There was significant and positive relationship between building facilities, evaluation of the students, special services, supervisory relations and colleague relations.

2. Integration leadership behavior dimension was significantly related material and equipments, special services and to supervisory relationship.
3. There was a significant relationship between the 12 dimensions of LBDQ and the experience of the headmasters.
4. Teachers moral had no significant relationship with the type of school, area of the school, and size of the school.
5. LBDQ had no significant relationship with the type of school, area of school and size of the school.

Patel (1983) conducted a study on the leadership behavior of principals of high secondary school of Gujarat state. The major objectives of the study were.

1. To identify leadership behavior pattern of principals of High secondary school of Gujarat state as perceived by principals and teachers in real life and according to their ideas.
2. To identify the organizational climate of schools.
3. To measure the professional development status of the teachers working in these schools.
4. To study the interrelationship among leadership behavior of principals, organizational climate of school & professional development of teachers.

The investigation was based on the 1000 higher secondary school teachers and 100 principals. LBDQ developed by Halpin and Winer, OCDQ developed by Halpin and Croft, a professional development inventory (controlled and response type) and personal data sheet for principals were used as tools for collecting the data. The major findings were :

1. Morale of teachers increased when the actual leadership behavior of principals approximated the desired behavior as perceived by teachers.
2. The principals effectiveness was a significant predictor of organizational climate.
3. Professional qualification of principals did not play any significant role in the professional development of teachers and in shaping the climate of school.

4. There was a positive relationship between the two dimensions of leadership behavior of the schools principals, viz initiating structure and consideration.

Shukla (1987) conducted a study on leadership behavior in relation to teacher morale. The objectives of the study were to find out the relationship between leadership behavior and teacher morale.

The sample was collected from 500 basic schools teachers of Sitapur district. Both male and female from rural and urban areas were selected randomly. The tools used for data collection were the Educational leadership behavior description questionnaire (ELBDQ) and teachers morale scale.

The main findings of the study was teachers morale is significantly influenced by high and low desirable leadership behavior. An important finding is that the morale of teachers constitutes a significant factor in the achievement of educational goals.

Pandey (1988) studied the behavior of principals organisational climate and teacher morale of secondary school. The present study made an attempt to investigate how principals leadership behavior organizational climate and teacher morale are related in the specific situation of secondary schools. The main objectives of the study were :

1. To find out the relationship between the leadership behavior of principals and organizational climate of schools.
2. To investigate into the relationship between the leadership behavior of principals and teacher morale.
3. To investigate into the relationship between organizational climate and Teacher morale.



The sample of this study consisted of 34 secondary schools of Allahabad district. The tools employed for the study were LBDQ by Halpin and Winer and school organizational climate description questionnaire (SOCDDQ) by Motilal Sharma. Teacher morale inventory prepared and standardized by the investigator. The major findings of the study were

1. No significant difference was found between the leadership behavior pattern of urban and rural principals.
2. The higher percentage of schools in Allahabad district manifested pattern climate followed by closed climate of schools.
3. The initiating structure behavior of principals was positively and significantly related to the dimension of organizational climate.
4. Positive and significant relationship was found between consideration and dimension of organizational climate.
5. Dimensions of organizational climate were positively and significantly related to teacher morale.

Nanda, (1992) A study of the leadership behavior of primary school headmasters of Cuttack city. The main objectives of the study were to study the leadership behavior of heads of the primary schools of Cuttack city as perceived by their respective teachers in terms of two dimensions of leadership, i.e., initiating structure and consideration and to find out the difference in the leadership behavior of the heads of primary schools in respect to their age, sex, teaching experience and controlling authority.

The sample was collected from 30 primary schools in Cuttack city 130 heads of primary schools and 189 teachers. The leadership behavior description questionnaire of Halpin and Croft was used to collect the data.

Major findings of the study were out of 30 heads of primary schools only 10 heads were found most effective leaders. There was no significant difference between the leadership of male and female heads of primary schools in Cuttack city. Age and length of

experience were not contributing factors in leadership behavior amongst the heads of primary schools in Cuttack city.

Studies related to organizational climate

Franklin (1975) conducted a study on organizational climate and teacher morale in college of education in Gujarat. The objectives of the study were

1. To identify the types of climate of the colleges of education of Gujarat.
2. To investigate into the relationship between organizational climate of colleges and morale of teacher educators working in them.
3. To examine and assess the impact of variables of organizational climate, teacher morale and leadership on the effectiveness of teacher education programme at the B.Ed level.

The tools used were the OCDQ (Halpin and Craft), the LBDQ (Halpin and Wine) and the PTO (Bentley) were used besides a self derived questionnaire on effectiveness of teacher education programme. The major findings of the study were :

1. The openness of climate in contrast to closedness of the climate did not lead to high or low effectiveness of the teacher education programme.
2. There was no significant difference in morale of teacher educators with an urban background and those with rural background.
3. Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators.
4. The background data of teacher educators did not show any marked difference under six climate categories viz. the open, the autonomous, the control, the familiar, the paternal and the closed.

Amarnath (1980) conducted a comparative study of the organizational climate of government and privately managed higher secondary schools in Jullandhar District.

The sample of the study comprised the principals of all the thirty two higher secondary schools of Jullandhar District, and at least nine teachers from each of these schools. Data were collected with the help of the organizational climate description questionnaire by Halpin and Croft and teachers job satisfaction scale developed by the investigator. The major findings of the study were :

- (i) the government and privately managed schools, as a group, did not differ significantly in their organizational climate but differed from school to school and not two schools had similar organizational climate
- (ii) there were no significant difference between the relationship of organizational climate with the job satisfaction of the principals as well as of teachers, of both the types of schools
- (iii) the organizational climate of schools did affect the job satisfaction of the teachers,
- (iv) there was not positive relationship between the organizational climate and the academic achievement of the students.

Pandey (1981) studied into the relationship between the organizational climate of Garwal's secondary schools perceived by the teachers and their adjustment problems. The sample consisted of 500 teachers from twenty eight government and private secondary schools of the rural and urban areas. Data were collected by using organizational climate descriptive questionnaire and adjustment inventory.

The main findings were (i) the government secondary schools had better organizational climate then the boy's secondary schools, (ii) similarly, the secondary schools of urban areas were better than those or rural areas with respect to organizational climate.

Panda (1985) studied of management, organizational of climate and teacher's moral in Orissa schools.

The sample were of 100 headmasters, 200 teachers and 100 managing committees members chosen from two coastal districts' schools viz. Puri and Balasore and three tribal districts, Keonjhar, Phulbani and Kalahandi. The tools used for data collection were questionnaire. The major finding were there is no large difference between the school climate scores of government and private management schools.

Puranik (1985) conducted a study of the relationship of social maturity of pupils with organizational climate and teachers morale in the primary schools of Bangalore city. This study was conducted to find out (i) the relationship between social maturity of student on the one hand and organizational climate and morale of teachers on the other, (ii) morale of male and female teachers separately, and (iii) morale of teachers under different variables.

The sample of the study included 70 schools, 2634 students and 712 teachers. The tools used for the study were Thirtha's social maturity scale, Sharma's organizational climate descriptive questionnaire and the teacher's morale scale designed by the researcher.

Chakrabarti (1990) studied organizational climate of secondary schools in West Bengal and its correlation with other relevant variables. The objectives of the study is to develop a Bengali version of Sharma's School Organizational Climate Description Questionnaire SOCDQ (Bengali version) on a properly selected random sample of Bengali medium secondary schools in west Bengal. To find out the extent of relationship between the school organizational climate and (a) leadership behaviour of the headmasters (b) job satisfaction of the teachers (c) academic motivation of students.

Major findings were that Sharma's SOCDQ (English Version), could work best in the West Bengal if adopted in Bengali. The paternal climate was the most frequently perceived climate in the present sample followed by "controlled" "familiar" "open" "autonomous" and "closed" climate respectively; significant and positive correlations were found between the schools organizational climate and leadership behaviour of the principal.

Noorjahan and Thiagarajan P. (1988) conducted a study on organizational climate and teacher morale in higher secondary schools of Nellai Kattabomman District. The main objectives of the study were :

1. To study the organizational climate prevailing in higher secondary schools.
2. To study the moral of teachers of higher secondary schools.
3. To study the relationship between moral and organizational climate.

The study was confined to 13 higher secondary schools randomly selected in Nellai Kattabomman district. Of the 13 there were 4 girls schools, 2 boys schools and about 7 co-educational school. Total number of teaching staff in these 13 schools was 455. For data collection investigator has used the following tools :

1. Organizational climate description questionnaire developed by Halpin and Croft.
2. Teacher moral inventory developed by Pramila Dekhtawala

The major findings of the study were 5 schools democratic and remaining 8 school were with autocratic climate. In 1 rural school democratic climate was prevailing. In general it was observed that an authoritarian climate was prevailing in many of the schools irrespective of the locality. Age, Sex and marital status did not have impact on the morale of the teacher in the selected institutions . Of the 5 schools having open climate only in 2 schools, significant positive relationship between the organizational climate and teacher morale was marked.

Review of related literature shows almost that no study was conducted on perception of leadership style and organizational climate of the elementary school. Many studies available were on organizational climate, morale, leadership behaviour and decision making at secondary schools and college level.